RSU #18 Messalonskee

Engaging Students Strengthening Communities Creating Global Leaders

Engaging Students, Strengthening Communities, Creating Global Leaders

Introductions

Engaging Students

Strengthening Communities

Creating Global Leaders

Customized Learning "The RISC Model"

- Subway
- ITunes
- Amazon.com
- Verizon or AT&T
- Google

"Mass Production is to the Industrial Age as Mass Customization is to the Information Age"

Goals: Participants will...

- **Better understand the RISC Model of Performance-based Education**
- **Become more familiar with RSU 18's Vision for customized learning**
- **Learn and apply quality tools and processes to create systems of excellence**
- *FEEL INSPIRED TO THINK ABOUT TEACHING AND LEARNING DIFFERENTLY*

Engaging Students, Strengthening Communities, Creating Global Leaders

Parking Lot

+

Positive comments, "Ah Ha's"

Δ

Things that need

to be changed

?

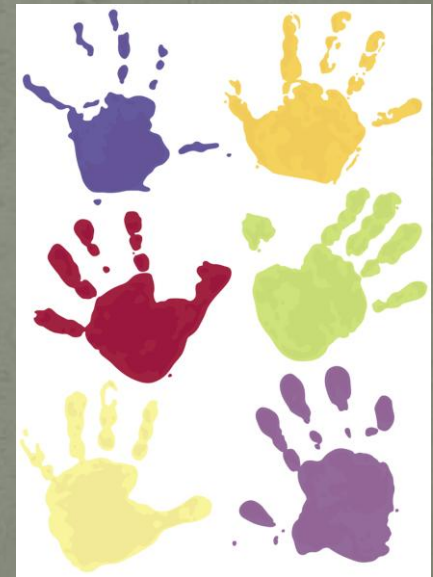*Questions?*

I

*Specific **ideas***

for Improvement

Is the current model of education working?

For <u>most</u> students?

How about for <u>All</u> students?

The Five Whys Process

Why is getting an education important for all students?

WHY?

WHY?

WHY?

WHY?

WHY?

Clock Activity

A tool that allows people to network with others

- Draw a **clock** on a sheet of paper

- Label **12-3-6-9** o'clock

- Set up appointments with your colleagues

Meet with your 3 o'clock partner

WHAT % OF THE STUDENTS IN YOUR CLASSROOM, YOUR BUILDING OR YOUR CASE LOAD ARE MEETING OR EXCEEDING THE STANDARD?

Engaging Students, Strengthening Communities, Creating Global Leaders

RSU # 18 Student Performance Data
According to MEA/NECAP Data

3 year average of MEA scores in grades 3-5 = 69%

Approx. 474 out of 687 students are meeting or exceeding the standard

This means over 200 students in grades 3-5 are not meeting the standard

RSU # 18 Student Performance Data
According to MEA/NECAP Data

On any given day in RSU #18 over 900 students district-wide, are not meeting the standard.

- *Is That Acceptable????*

Turn to your partner and reflect on what this data indicates.

Engaging Students, Strengthening Communities, Creating Global Leaders

Overview of the RISC Model

- **Shared Vision**
  Stakeholders drive systemic change

- **Leadership**
  All stakeholders develop leadership capacity

- **Performance-based Design**
  Standards-Instruction-Assessment-Reporting
  Learning is the constant, time is the variable

- **Continuous Improvement**
  Refine processes that foster excellence

Instructional Focus

- **Time vs. Learning - Learning takes time**

- **Learning Standards are community decisions - not textbook driven**

- **Assessments are common and freely available**

- **Students are taught at achievement level - not age level**

Model vs. Program

Performance-based

Just another educational initiative?

RISC Model

Shared Vision

Leadership

Performance-Based Design

Continuous Improvement

Engaging Students, Strengthening Communities, Creating Global Leaders

Guiding Questions

What is a Shared Vision?

Why have a Shared Vision?

Who is involved in the Shared Vision?

How and when is a Shared Vision created?

Engaging Students, Strengthening Communities, Creating Global Leaders

What is a Shared Vision?

Think-Pair-Share

- **Reflect Individually**

- **Discuss**

- **Share with a partner**

A Shared Vision is?

- **Gathered from input of all stakeholders**

- **A series of meetings and processes to hear everyone's voice**

- **District, school, and classroom level**

Shared Vision Defined

- A statement followed by goals created by gathering input from all stakeholders to help our schools be more focused in helping children reach their goals.

Shared Vision: The Big Ideas

- **A shared vision is a guide to ongoing work.**
- **It allows us to set goals and monitor progress.**
- **It creates common understandings among stakeholders.**
- **It allows us to see the big picture and focus on continuous improvement.**

The RSU No. 18 Messalonskee

"Engaging Students Strengthening Communities Creating Global Leaders"

Jan. 24,

RSU 18 is a community where...

All students are prepared to succeed in society by demonstrating mastery of a common set of rigorous standards. Parents, educators, business leaders, and community members are cooperative partners to help guide learning.

All students are creative problem solvers, critical thinkers, self-directed learners, effective communicators, collaborative workers, environmental stewards, and productive, healthy citizens. Students have a voice in their education and share in the development of individual learning plans guided by a dedicated and passionate staff.

All students engage in creative and innovative learning strategies. They use technology and other tools to connect to the world outside the classroom.

Students pursue multiple pathways inside and outside the classroom to achieve their learning goals. Learning takes place without boundaries of time and space.

All students are successful leaders and contributors to their community, nation, and world.

LEARNER-CENTERED EDUCATIONAL SYSTEM

- We believe that clear and measurable standards should exist for all students and that our curriculum, instruction, assessment, and professional development should align with these educational standards.

- We believe that a standards-based system should measure each student against this set of clear expectations.

FLEXIBLE LEARNING SCHEDULES

- We believe that school schedules should be flexible, allowing all students to learn without boundaries of time or space.

INDIVIDUALIZATION

- We value a wide variety of personalized educational opportunities for all students. These include using individual learning plans, multiple pathways, flexible grouping, and standards-based programming.

- We believe students should be grouped by proficiency levels rather than age/grade levels.

TECHNOLOGY LEADER

- We value students and staff using cutting-edge technology effectively to enhance their learning experience.

PREPARATION FOR REAL WORLD

- We believe that RSU No. 18 should prepare all students with the 21st Century skills necessary to be productive citizens in our global society.

HEALTH AND WELLNESS: WHOLE CHILD

- We believe that health, wellness, and safety are essential components of a student's complete educational experience.

- We believe that a RSU No. 18 education should include the values of rigorous and relevant academics, a healthy lifestyle, good citizenship, and ethical and moral behavior.

TEACHER – STUDENT RELATIONSHIP

- We value students and staff working together as collaborators within a student-centered learning environment.

-

COMMUNITY/EDUCATION PARTNERSHIPS

- We believe that schools and businesses should work together to offer mentoring, job shadowing, and business apprenticeships, and that these types of experiences should become a regular part of the students' educational experience.

- We believe that this type of community collaboration will provide students with relevant, real-world applications for their learning.[1]

---

[11] RSU No. 18 School Board Adoption: October 13, 2010

Engaging Students, Strengthening Communities, Creating Global Leaders

Designing Questions

Possible Questions to Use:

- **What makes a great teacher?**
- **What makes a fantastic student?**
- **What does an ideal classroom sound like, feel like, and look like?**

Turn to a partner and write down or come up with 2-3 more.

Creating a Shared Vision *Example*

What skills do our kids need for the 21st century?

A Brainstorming Technique

Engaging Students, Strengthening Communities, Creating Global Leaders

Affinity Diagram
to create focus areas

- **Break into small groups, brainstorming answers to the question. No talking, only writing!**

- **Categorize sticky notes into 5-7 areas**

- **Make headers on chart paper and place sticky notes under them**

- **Power vote**

What does an ideal classroom:

- Sound like
- Look like
- Feel like

Categorize & Prioritize

- **Power-voting**
- **Using colored dots, vote for your priority areas**
- **Each dot represents one vote. You can use all dots on one area, or spread them out**
- **The area with the most dots becomes the first area of focus**

Gallery Walk

Share Classroom Visions

Break Time

Engaging Students, Strengthening Communities, Creating Global Leaders

Set Goals and Cycle Times

- **The vision takes time. It isn't something that you can complete quickly**
- **Set up times during the day to work on your vision**
- **The vision is a living document that is kept alive through goal setting and revisiting it**
- **Turn to a partner and talk about the importance of a "vision" and why they are important**

Code of Conduct/Cooperation in the Classroom

- **What does it look like to work in a whole group?**
- **What does it look like to work with a partner?**
- **What does it look like to work in a small group?**

Engaging Students, Strengthening Communities, Creating Global Leaders

Code of Conduct in the Classroom

- **What does it look like to work individually?**
- **What does it look like when we leave the room during our class period?**
- **What does it look like when we have visitors in the room?**
- **What does it look like when we walk around the room when others are working?**

RISC Model

Shared Vision
Leadership
Performance-based Design
Continuous Improvement

Engaging Students, Strengthening Communities, Creating Global Leaders

Guiding Questions

What are some tools to help us become more effective leaders? What are ways that we can assess and build leadership?

Engaging Students, Strengthening Communities, Creating Global Leaders

"As far as I can tell, the Re-Inventing Schools Model, as implemented by Chugach and other districts in Alaska involved with RISC is the most comprehensive and well articulated approach to standards-based reform in the entire country"

Dr. Robert Marzano

Everyone is a leader because everyone influences someone. Not everyone will become a great leader, but everyone can become a better leader.

Student Bering Strait School District

Engaging Students, Strengthening Communities, Creating Global Leaders

What are the characteristics of quality leaders?

1. Individually, list five qualities of effective leadership
2. Share with your neighbor
3. Share out with the group

Leadership for Incremental Change

First order change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

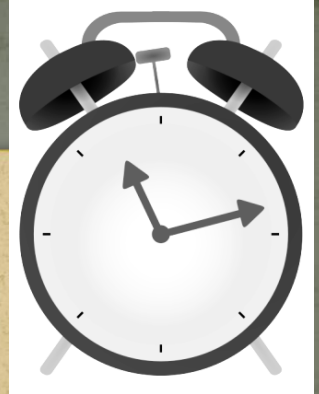## Second order change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals

Marzano-2006

Clock Activity
3:00 appointment

How can we build leadership opportunities for teachers and staff?

How can we build leadership opportunities for students?

RISC Model

- Shared Vision
- Leadership
- **Performance-based Design**
- Continuous Improvement

Guiding Questions

What is a performance-based system?
What does it look like in a classroom, school, and district?
How do we measure and report it?

Engaging Students, Strengthening Communities, Creating Global Leaders

Movie from the RISC Website

Turn and Talk

**Turn to a neighbor
and discuss
what you saw.**

What is performance-based design anyway?

An education model where...

...students are placed in developmentally appropriate content levels

...receive instruction along a continuum from direct skills-based instruction to real-life application of skills and knowledge

…student progress reflect movement towards mastery of standards and content levels

Engaging Students, Strengthening Communities, Creating Global Leaders

… systematic tools, processes, and planning templates assist staff with delivery and communication

Engaging Students, Strengthening Communities, Creating Global Leaders

As we prepare students for tomorrow's world - -

What should we be teaching?

What do they need to know & be able to do?

Conceptual Age (creators and empathesizers)

Information Age (knowledge workers)

Industrial Age

(factory workers)

Agricultural Age (farmers)

18th Century

19th Century

20th Century
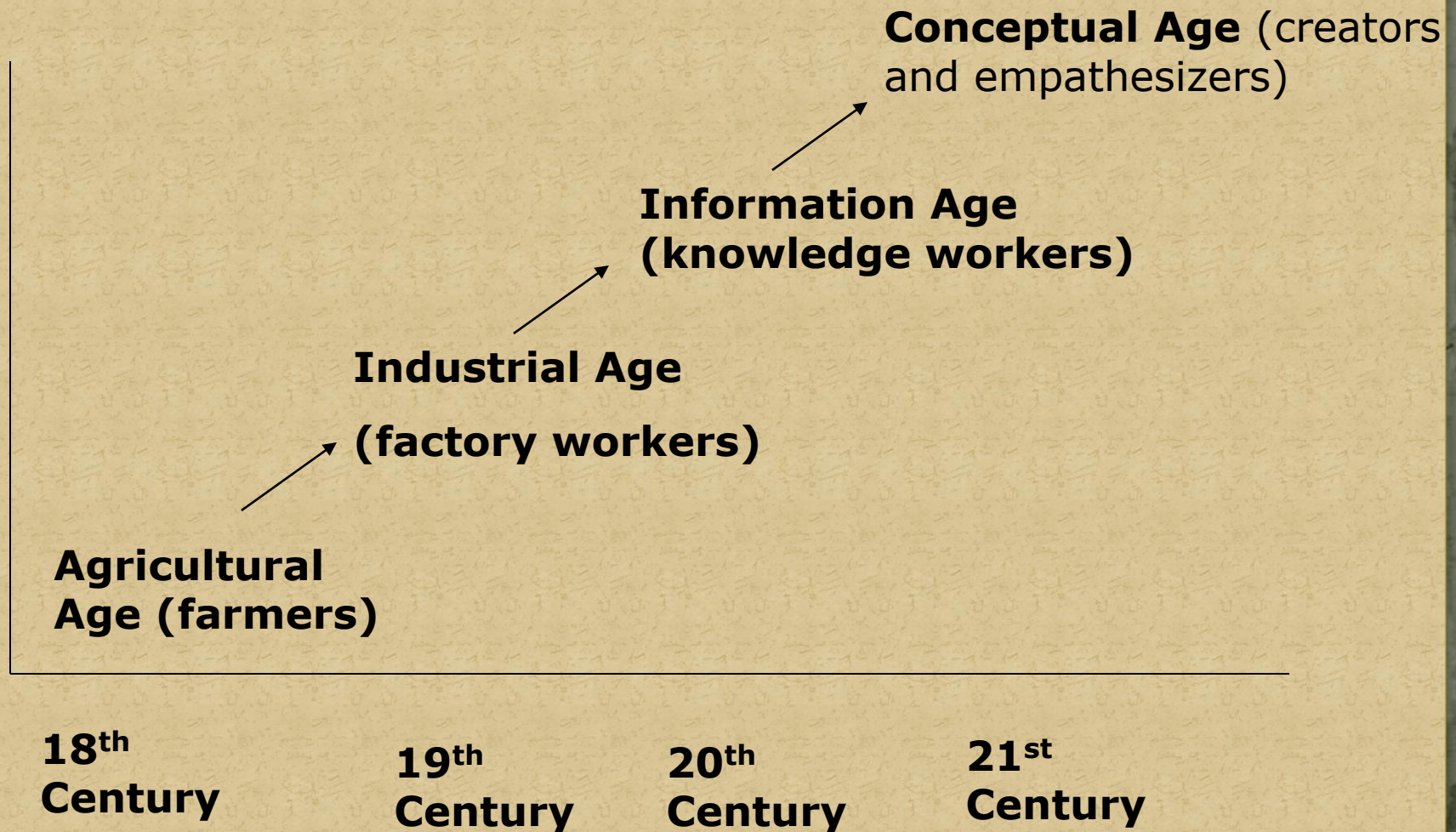
21st Century

At your table

Complete a T-Chart that is labeled "20th Century Schools vs. 21st Century Schools"

20th Century Schools

21st Century Schools

- Time based
- Textbook-driven
- Passive learning
- Teacher-driven
- Discipline problems
- Fragmented curriculum
- Grades averaged
- Low expectations
- Curriculum is irrelevant to students
- Diversity of students ignored
- 3 Rs
- Teacher is the judge of
- students' work

20th Century Schools

- **Time based**
- **Textbook-driven**
- **Passive learning**
- **Teacher-driven**
- **Discipline problems**
- **Fragmented curriculum**
- **Grades averaged**
- **Low expectations**
- **Curriculum is irrelevant to students**
- **Diversity of students ignored**
- **3 Rs**
- **Teacher is the judge of students' work**

21st Century Schools

- **Performance-based**
- **Research-driven**
- **Active learning**
- **Teacher/ Student-driven**
- **Little or no discipline problems**
- **Aligned curriculum**
- **Grades based on what was learned**
- **International benchmarking**
- **Curriculum is relevant to students**
- **Diversity of students embraced**
- **3Rs plus 21st century skills**
- **Self, peer, business**
- **and teacher judge students' work**

Engaging Students, Strengthening Communities, Creating Global Leaders

Standards in Courses/Grades

*(State and local standards are embedded in
all required levels and courses)*

Advantages:

- **Easy transition into current system**
- **Course grade indicate student performance on standards**
- **Easy to identify what standards are being addressed**

Disadvantages:

- **Difficult for the system to accommodate students learning at different rates**
- **Does not lend itself to integration of multiple standards**
- **Specific needs of students aren't being addressed**

Standards in Developmental Levels
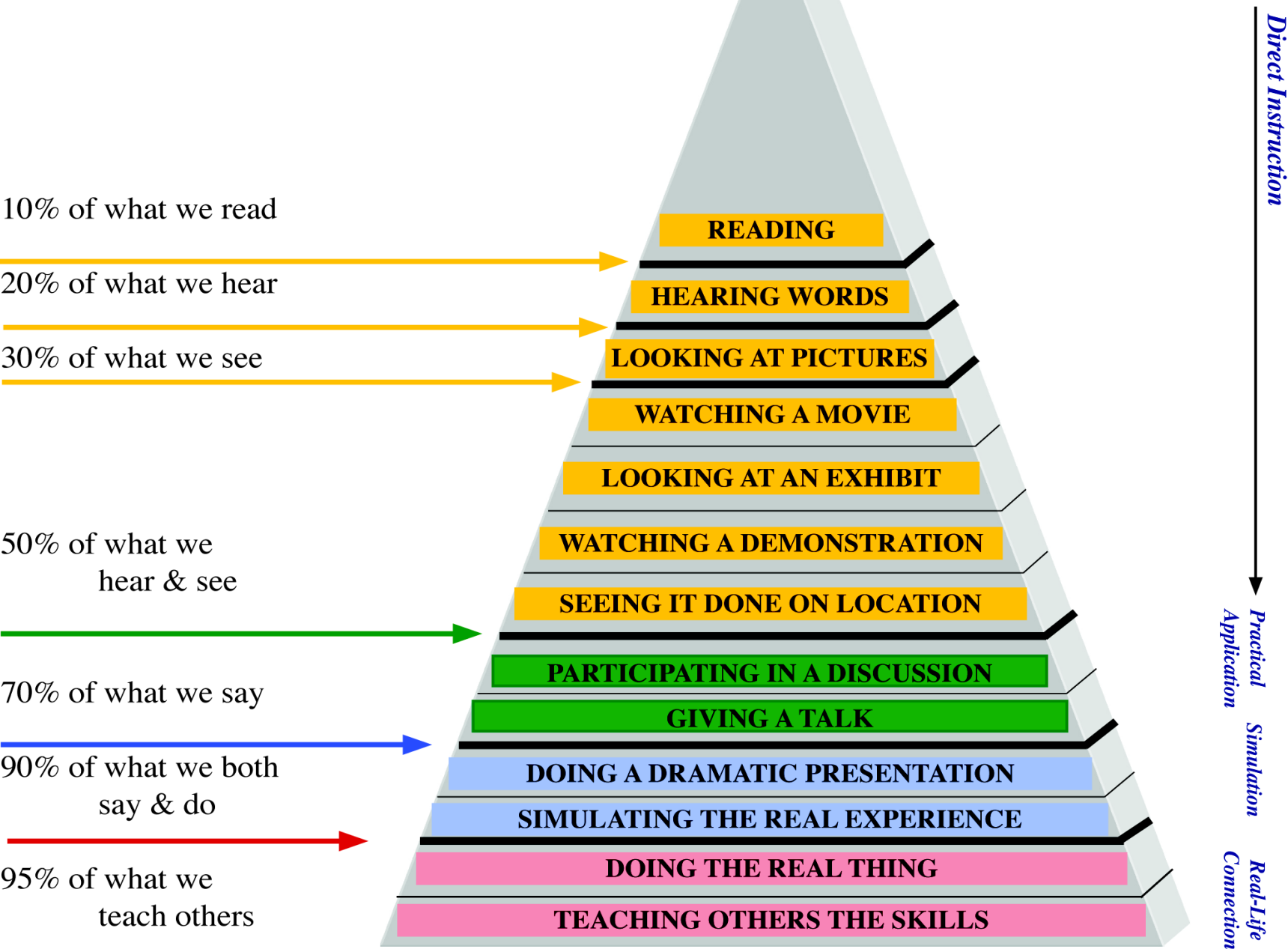
Advantage

- Research strongly supports this model
- Meets the individual needs of every student
- Everyone knows the expectation
- Highly accountable/aligned
- Support multiple ways to reach standards

Disadvantage

- Massive paradigm shift for education
- Scheduling, reporting, assessments and resource allocation are redesigned
- Advil and Mallox, will be your best friends

Percent of Retention

Balanced Instructional Model

10% of what we read

20% of what we hear

30% of what we see

50% of what we hear & see

70% of what we say

90% of what we both say & do

95% of what we teach others

READING

HEARING WORDS

LOOKING AT PICTURES

WATCHING A MOVIE

LOOKING AT AN EXHIBIT

WATCHING A DEMONSTRATION

SEEING IT DONE ON LOCATION

PARTICIPATING IN A DISCUSSION

GIVING A TALK

DOING A DRAMATIC PRESENTATION

SIMULATING THE REAL EXPERIENCE

DOING THE REAL THING

TEACHING OTHERS THE SKILLS

Direct Instruction

Practical Application

Simulation

Real-Life Connection

4 Subcomponents of Performance-Based Design

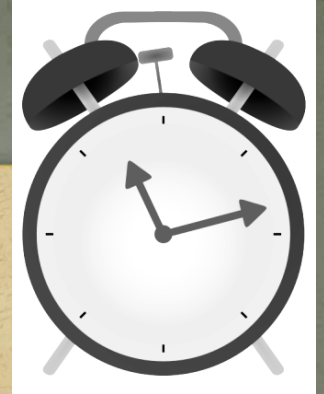**Effective Instruction**

Meaningful Reporting

Relevant Standards

Aligned Assessments

Engaging Students, Strengthening Communities, Creating Global Leaders

Clock Activity
12:00 appointment

Given what you currently know, how would you describe performance-based design to someone outside your organization?

Standards and Levels

Reading

- **Comprehension Level One – 1.01**
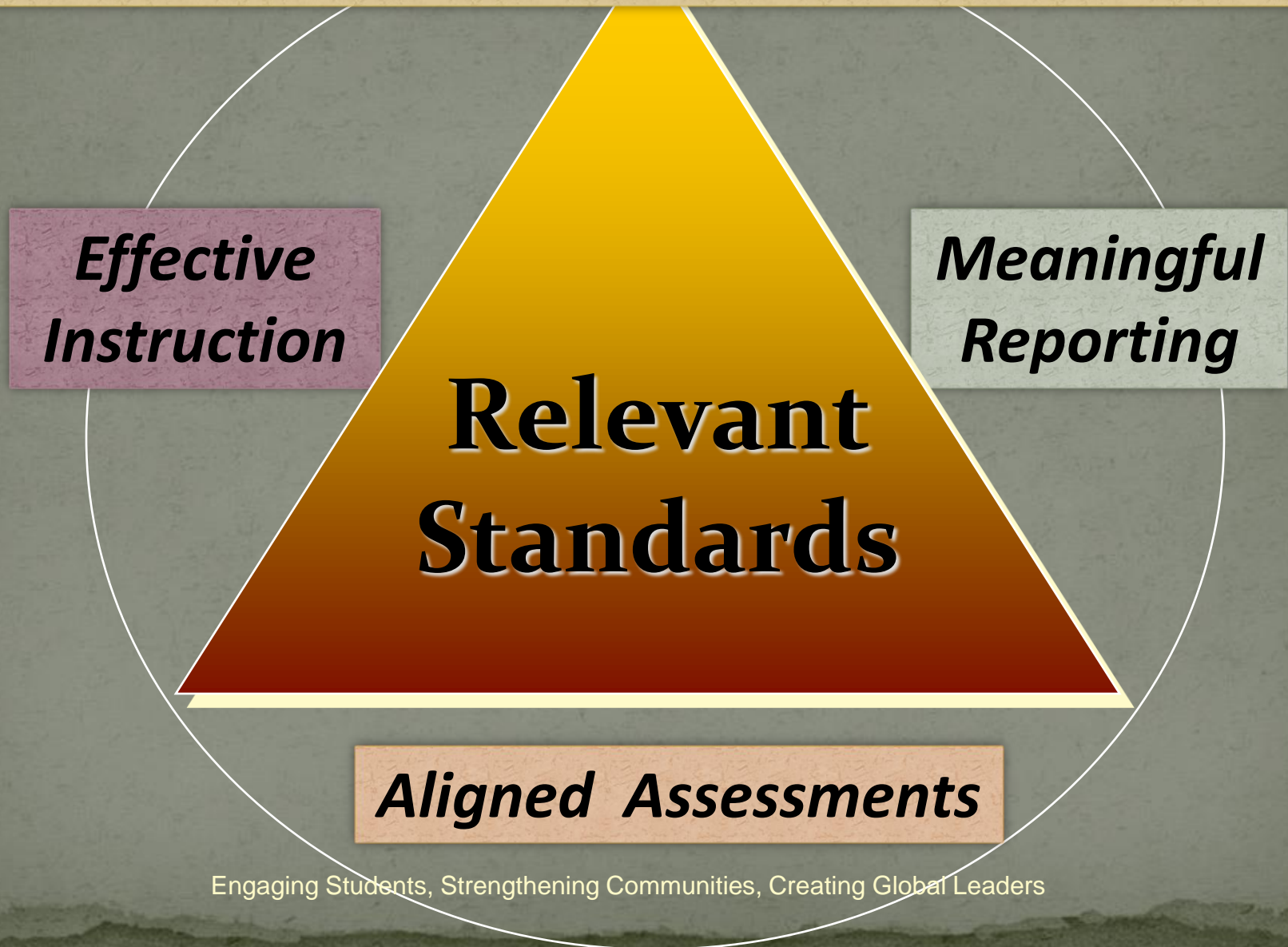- **Comprehension Level Two – 2.01**
- **Comprehension Level Three – 3.01 …**

The numbering system in not critical
Having a coherent system is

What Do We Mean

By Aligned Assessments?

Engaging Students, Strengthening Communities, Creating Global Leaders

Aligned Assessments

- Assessments are aligned to standards **before instruction begins** and students are made aware of which standards and assessment type(s) the instruction will address.

- Assessment items are **directly matched to specific standards** to gain data about improving/adjusting instruction.

- School and/or district standards have assessments that **formally measure student progress which is directly reflected on report cards.**

A Sample Snapshot

Sample Student

Testing Out

Graduation Target

Content Areas	01	02	03	04	05	06	A
			Levels				
Career and Content Literacy	Tested Out	Proficient	Proficient	Advanced	20%		
Communication Literacy	Tested Out	Tested Out	Tested Out	Advanced	Proficient	20%	
Numeric Literacy	Tested Out	Tested Out	Proficient	Advanced	61%		
Personal, Social, Service Skills	Proficient	Advanced	Proficient	Proficient	6%	6%	
Reading and Literature	Tested Out	Tested Out	Tested Out	Proficient			
Science and Global Environments	Credit Trans	Credit Trans	Credit Trans	Proficient			29%
Social Environments	Credit Trans	Credit Trans	Credit Trans	Proficient	Advanced	0%	
Technological Literacy	Proficient	Proficient	Advanced	Proficient	Advanced	25%	

View Snapshot Help

Transferring Credits

Completed Level

Engaging Students, Strengthening Communities, Creating Global Leaders

Instructional Strategies	**Assessment Types**
• **Direct Instruction**	**Skills-Based Assessment**
• **Performance Tasks**	**Rubric**
• **Thematic Units**	**Rubric**
• **Individual Learning Plan**	**Variety of Assessments**

Delivery

1. Identify Essential Skill(s)

Meaningful and relevant: Hook or Anticipatory Set

2. Unpack Standard(s)

What will students need to know and be able to do?

3. Share the Assessment

How will we measure student knowledge and application skills?

Engaging Students, Strengthening Communities, Creating Global Leaders

At your table

- **Complete the OSAT**
  Organization Self-Assessment Tool

- **We will report out with the group**

RISC Model

- Shared Vision
- Leadership
- Performance-based Design
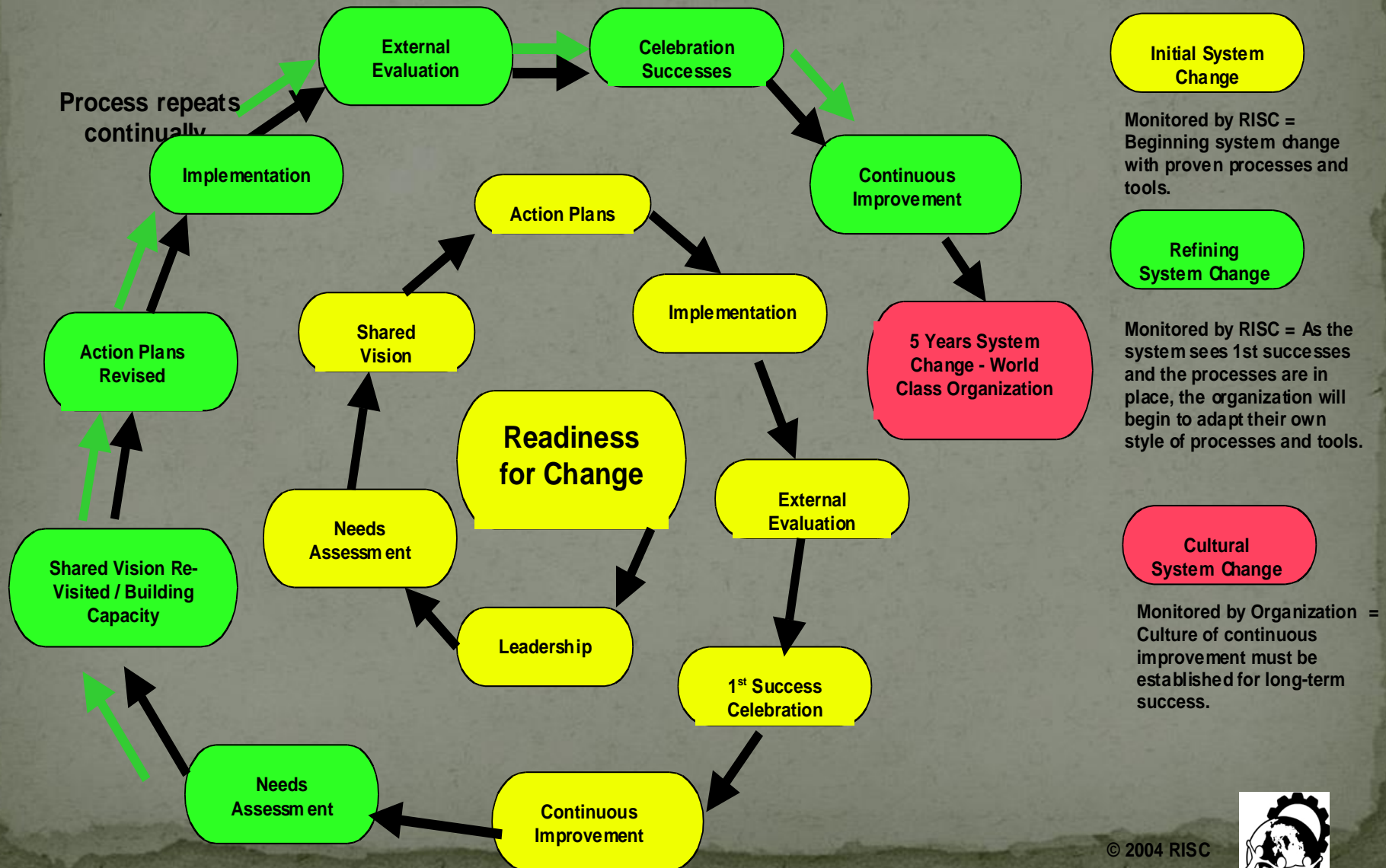- **Continuous Improvement**

Systemic Change

External Evaluation → **Celebration Successes**

Process repeats continually

Implementation

Action Plans Revised

Shared Vision Re-Visited / Building Capacity

Needs Assessment

Action Plans

Shared Vision

Needs Assessment

Readiness for Change

Leadership

Implementation

External Evaluation

1st Success Celebration

Continuous Improvement

Continuous Improvement

5 Years System Change - World Class Organization

Initial System Change

Monitored by RISC = Beginning system change with proven processes and tools.

Refining System Change

Monitored by RISC = As the system sees 1st successes and the processes are in place, the organization will begin to adapt their own style of processes and tools.

Cultural System Change

Monitored by Organization = Culture of continuous improvement must be established for long-term success.

© 2004 RISC

Exhibit xx. RISC Change Continuum, General Replication Timeline

	Year 1	Year 2	Year 3	Year 4	Year 5
Awareness	▓				
Understanding	▓				
First Implementation		▓			
Routine Use		▓	▓	▓	
Refinement			▓	▓	
Replication			▓	▓	▓

PDCA Process Tool

Purpose: To set goals, design the plan for goal attainment and assess the success of the plan

PLAN *What is the goal?*

DO *How do you implement it?*

CHECK *Was it a success?*

ADJUST *What WILL you change or do differently?*

PDSA Sample

Plan	Implement	Evaluate	Refine
Comprehensive plan overview with input from appropriate stakeholders	*Timeline with concrete roles and responsibilities*	*What evidence will be reviewed to document progress towards goal?*	*What evidence will be reviewed to document progress towards goal?*
P.2 & M1.2 **Published** **Materials/Presentations:** P.2.1 By June 2010 four RISC partners or other nationally recognized education professionals/organizations presentations or publications reflect modifications (in writing) that incorporate RISC Model elements or openly support its adoption	• Create Contact List including; Larr y Lezotte and his contacts , Bob Marzano, Michael Furdyk .. • Read, research and synthesize n ew educational materia l, reports and books that will support RISC, and add to contact list. • Communicat e with contacts on la test RISC tools and deliverables, p resent with book, report s… • Invite contacts to Winter/Spring Symposia, Meetings in l ower 48, Board Meetings.	Contact List and communications begin by October 12. ▪ Partners articulat e understanding of RISC processes in presentations/publicati ons ▪ Maintain an d update cont act list ▪ Generating Interest, recognition… ***Deliverables*** At least one Presentation or publication referring to RISC work published on RI SC website by June of 2009.	Refin ements on going with collected presentations or publications on RI SC published on website b y June of 2010

Engaging Students, Strengthening Communities,
Creating Global Leaders

Overview of the RISC Model

- **Shared Vision**
  Stakeholders drive systemic change
- **Leadership**
  All stakeholders develop leadership capacity
- **Performance-based Design**
  Standards-Instruction-Assessment-Reporting
  Learning is the constant, time is the variable
- **Continuous Improvement**
  Refine processes that foster excellence

Engaging Students, Strengthening Communities, Creating Global Leaders
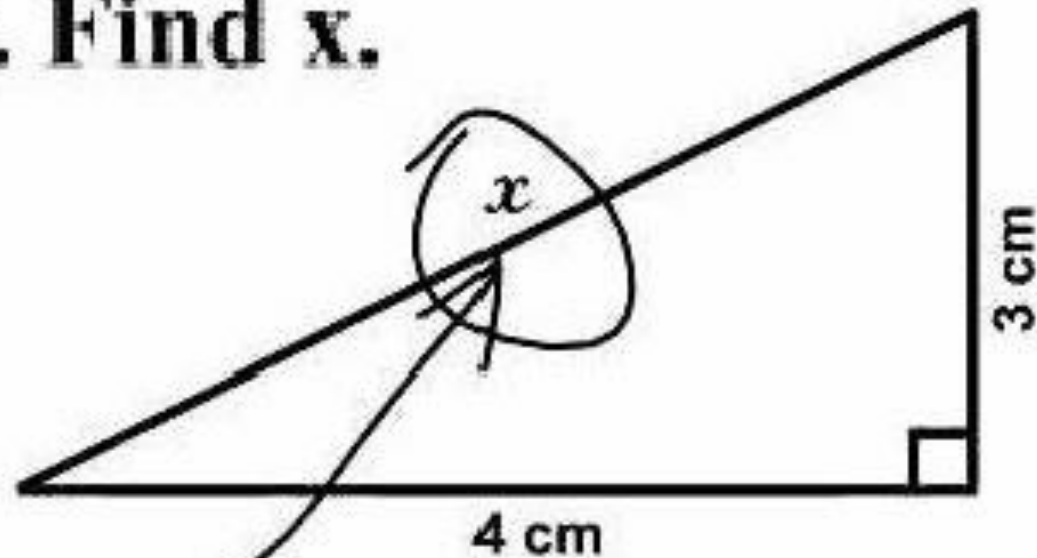
Process

- **Understanding the data**
- **Question current convention**
- **Have a set of beliefs (shared vision)**
- **Believe students can learn and staff can teach (leadership)**
- **Apply the known (performance-based)**
- **Practice and practice again (continuous improvement)**

Thank you

Engaging Students, Strengthening Communities, Creating Global Leaders